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AUTHOR Wardell, Karen
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ABSTRACT

This handbook suggests teaching methods and classroom techniques for reaching high risk students in health occupations education classes. The handbook is divided into two sections. The first section is a compilation of information and intervention techniques shared by health careers educators throughout California. It serves as a source of ideas and strategies for helping instructors who use the guide to reach students who are having difficulty because of one or more of the following factors: poor attendance/tardiness, lack of motivation, disadvantage, limited English proficiency (LEP), or potential to drop out. The second section was developed as a result of a workshop for health occupations educators at the American Vocational Association Convention. This section addresses the issues of rewards, retention, and recruitment. It provides background information on each subject and strategies to assist the health careers teacher in alleviating some of the related difficulties in the classroom. (KC)

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SUCCESSFUL PRACTICES



HEALTH CAREERS UNIT CAREER VOCATIONAL EDUCATION

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Karen Wardell, Program Specialist
Special Education
Rialto Unified School District

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Karen Wardell

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INTRODUCTION

High risk students are ever present in our classrooms performing below grade level because of poor motivation, poor attendance, lack of academic skills, and/or environmental/home factors. These students come into our classroom prepared to repeat failure.

Our challenge and task becomes one of providing an environment which maximizes educational success for all students through the use of a variety of intervention strategies.

This handbook is divided into two sections. The first section is a compilation of information and intervention techniques shared by health careers educators throughout the state of California. It is intended that this handbook will serve as a resource of ideas and strategies for helping instructors that use the guide to more successfully reach the student who is having difficulty due to one or more of the following factors: Poor attendance/tardiness, Lack of motivation, Disadvantaged learner, Limited English Proficiency (LEP), Potential dropouts.

The second section was developed as the results of a workshop for Health Occupations Educators at the American Vocational Association Conference in Orlando, Florida. This section addresses the issues of the 3 R's - Rewards, Retention, and Recruitment. There is background information on each subject and strategies to assist the health careers teacher in alleviating some of the related difficulties in the classroom.

Karen Wardell
Program Specialist
Special Education
Rialto Unified School District

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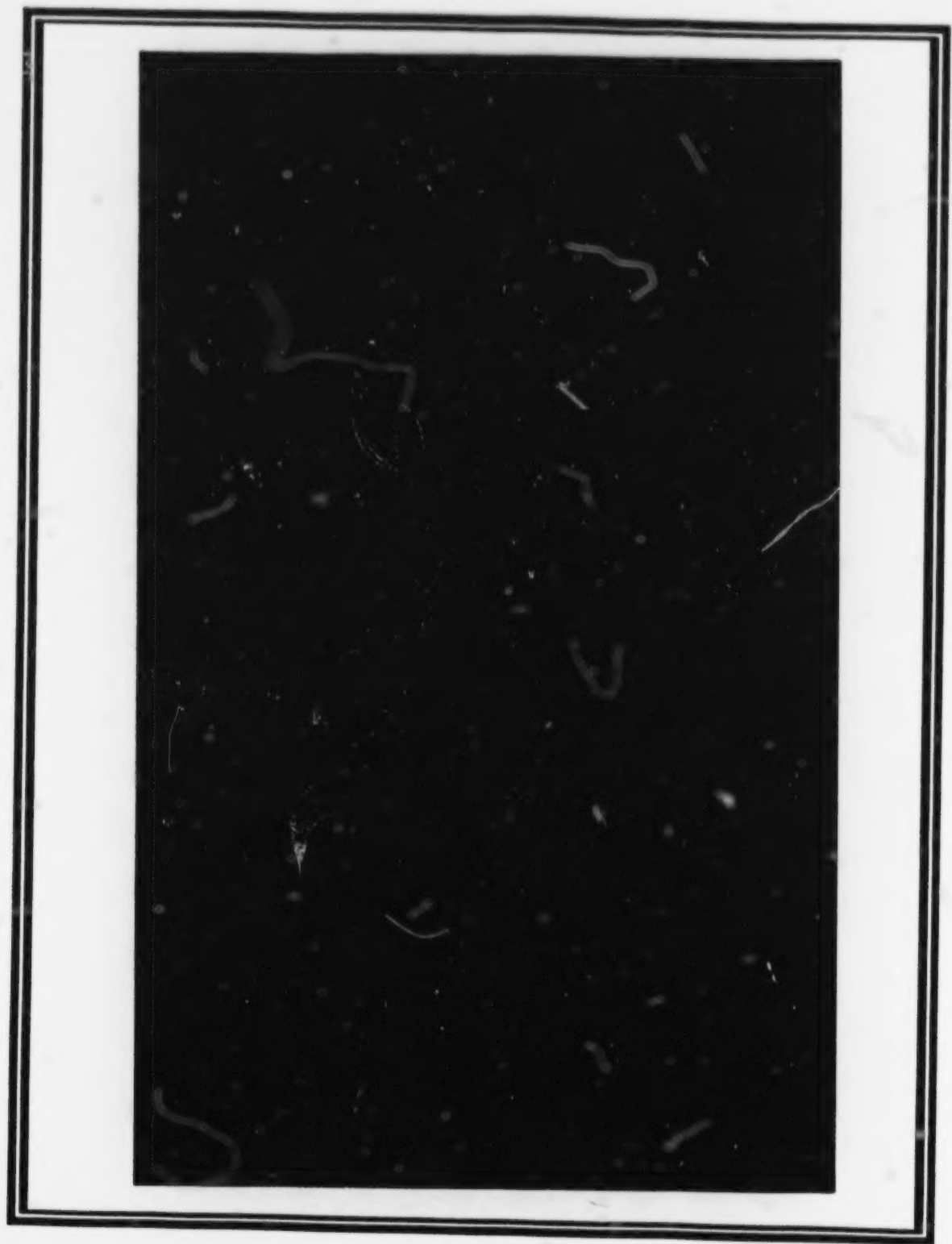
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Section I



Dear Teacher,

You know me - I'm in your class. Sometimes you don't see me often...I miss school a lot. You see, I don't feel so good there. I don't do things the way all the others do.

You may know me as the one with all the excuses...or the one who comes in late and disrupts your class... or I may be the one who does not seem to care... or I may be that nice quiet student who never causes you any trouble, the one in the back of the room.

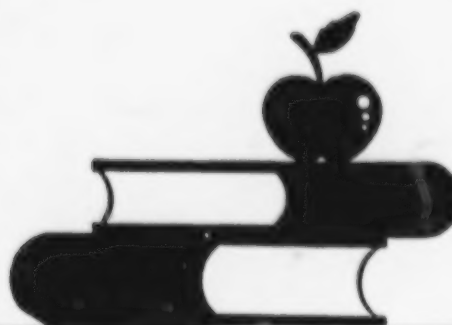
I may have trouble with your ways and your language. The one who has trouble passing your tests....no matter if I try or not....or I may be the one who can't pay attention, who struggles for the few assignments I can complete.

I could keep on.....but you know me.

I'm in your class.

An excerpt from Promoting Student Achievement, Teacher Behaviors That Work, Staff Development Project Coordinated by San Diego State University in Cooperation with Home Economics Education, California State Department of Education. 2nd Printing, 1988.

**POOR
ATTENDANCE/TARDINESS**



There is not a singular solution for resolving attendance or tardiness issues with students. Poor attendance may indicate lack of motivation, academic failure, "boredom", or environmental influences.

Classroom policies need to be in place that include consequences for unexcused absences or rewards for good attendance and must be based on clear expectations. They must be consistently applied and followed through. A written attendance policy signed by the parent and/or student will acknowledge an understanding of the policy.

Counseling with the student can help identify and remedy some of the underlying reasons for absences, and establish a commitment for regular attendance.

High school students poor attendance patterns may be identified before the student enters the program by obtaining attendance records. School to home contact is another important factor in improving attendance. This may be accomplished by phone calls, parent/student conferences, newsletters emphasizing student achievement, letters, and home visits. Newsletters in languages other than English may be developed.

Adults, on the other hand, have other needs such as child care, transportation, and financial. Peer counseling, networking, and referrals are strategies to assist these students.

R_x

The "Buddy System" approach counseling is provided each week for poor attending students. This can be provided by a structured trained high school group or within the class.

Margo B. Celjnyk

R_x

The teacher should provide good role modeling in their attendance habits.

Phyllis Boyle

R_x

Begin the semester by explaining the attendance requirements of the class as related to the health industry. Let the students know that they will be responsible for regular attendance in your class just as they would be on the job. Use time cards for the students and give out class points accordingly.

Joanne Griffith

R_x

The students who are absent should be immediately contacted and an attempt made to help the student remedy the cause of the absence.

Phyllis Boyle

R_x

Establish the class as a cooperative unit that works together on child care issues, transportation problems and other issues that impact attendance.

Doreen A. Chesler

R_x

Give the students a clear idea of what is expected of them and that rules will be fairly and consistently applied. Give the students certificates of good attendance and provide rewards for good attendance.

ROBERTA C. Weiss

R_x

Establish a networking system by having other students contact absent students.

Marionne M. Poppe

R_x

Give the good attending students the reward of selecting their experiences in the community lab site.

Margo B. Celiznyk

R_x

Give a different make-up test to the students who are absent during test time.

ROBERTA C. WEISS

R_x

Include students in the teaching process, i.e., presenting lessons, preparing posters, etc.

MYRA A. SLAVES

R_x

Make frequent positive phone calls to the home when attendance is improving.

BLANCK FRANDEN

R_x

Maintain a consistent evaluation of records of attendance patterns involving counselors, students, parents, and other resources as necessary.

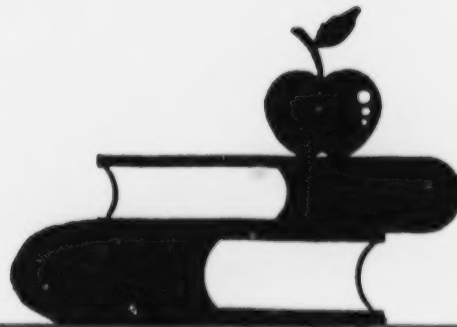
LUCY WITTY

OTHER SUCCESSFUL PRACTICES

ATTENDANCE

- * Seek out and provide a system whereby community service clubs provide rewards for good attendance.
- * Encourage businesses and industries to adopt your school/class and will provide the resources necessary for an attendance motivation plan.
- * Establish written attendance policy and make sure that the policies are clearly understood by the school, staff, parents, and students.
- * Make sure that absenteeism is addressed early in the student's course of study in order to prevent habitual problems.
- * Involve students in related activities outside the classroom that will increase motivation and simultaneously improve student attitudes and attendance. Encourage participation in leadership clubs and community activities.
- * Invite some of your successful graduates to come to your class and explain how their vocational education experience has enhanced success in the job market.

LACK OF MOTIVATION



The lack of motivation presents a major concern for the teacher, however, the teacher cannot singularly motivate the student. Motivation is a desire within a person that activates one to do something to satisfy that desire. Teachers can, on the other hand, provide conditions for the student that may enhance motivation in the classroom.

Teachers can help a student succeed by setting a task at the student's level of achievement. If the task is too easy a student is likely to be bored. If the task is too difficult the student is likely to give up. If the task takes some effort and the student succeeds he/she is likely to want to continue with the task.

A feeling tone of encouragement, criticism or a neutral approach is another component of motivation. Positive reinforcement will enhance the students good feeling about performance and build on students strengths. Critical or judgemental comments may create side effects which are undesirable. An accepting feeling, or allowing the student to "just be" imposes little or no effect on motivation.

Students will perform a task with greater ease when that task is of personal interest. Interest can be increased by making the content meaningful, by making the content vivid, and different or by presenting any one lesson to a variety of learning styles.

Some students learn best by listening, others by discussion, some by reading, and others learn best when moving about or using manipulative skills. Understanding the way a student learns and including a variety of learning style techniques will increase the interest level of students.

A long term project is best broken down into separate segments so students can get feedback as they are completing the task. Positive reinforcement can build success. Behaviors of students are the result of all the positive and negative reinforcers that act upon them.

R_x

Success breeds success. The formation of learning groups where students work to help each other helps to build achievement of various abilities.

CAROL CHILDERS

R_x

Develop learning experiences to be presented in more than one modality. Utilise the visual, auditory and tactile senses in each lesson.

ELIVY GUSTAFSSON

R_x

Students are given assignments at the beginning of each unit. The students complete the assignments independently, therefore, it reduces the feeling of competition of having to "keep up".

Rose Chase McDonald

R_x

Use humor. It is important for a teacher to be able to laugh at themselves.

Phyllis Boyle

R_x

Some students display a fear of trying and lack of trust. Build up the trust with honest, support, and encouragement by providing experiences appropriate to the success level of the student.

Kathy Mekan

R_x

Look for what the student does well and reinforce with positive comments or rewards.

Mary Bloom

R_x

Well-planned group competition can create motivation and change. Group activities encourage the class to think as a unit and serves as a reinforcer for each student.

Norma Lee Morrow

R_x

Share some highlights of what will be taught during the next lesson. This helps to spark interest and student involvement.

Gladys Inouye

R_x

Enhance inner control for student by encouraging small segments of successful task completion. This reduces the attitude, "look what the world has done to me".

Lady Mekan

R_x

Students that indicate poor motivation are encouraged by special help and caring. When a student realizes their teacher really wants them to succeed and gives them the opportunity for success, the student will usually be more motivated to learn. Students need to see the reason for learning.

Rae Chan McDonald

R_x

Hold an informal class discussion that provides opportunities for students to relate learning experiences to personal experiences.

Brenda Holen

R_x

The teacher needs to express confidence in the student's ability and helps the students know what the expectations are.

Jared Zentz

OTHER SUCCESSFUL PRACTICES

MOTIVATION

- * Break a long term project into separate segments so students can get feedback as each assignment is completed.

- * For every lesson:
 1. Identify the objective.
 2. Expose the student to the lesson concept and its relationship to the student's experience.
 3. Provide an exciting prologue to the lesson in order to invite the student's interest.

- * Each student should understand what is expected in terms of skill mastery. The teacher needs to show how it should be done and what the end product should look like.

- * Provide a consistent "guided practice" and immediate corrective feedback to correct student errors and give positive reinforcement.

- * Provide each student with equal access to all of the material presented with the expectation that each student will achieve mastery.

DISADVANTAGED LEARNER



The formal language of the rules and regulations for vocational education describe a disadvantaged student as one who has an academic problem that may be related to poverty, delinquency, incarceration, race, sex discrimination, isolation produced by language barriers, or culture or age bias. This student often lacks the self-confidence in the educational setting and requires special services, assistance, or interventions in order to enable successful progress in a program.

These students may present deficits in the area of language, reading, writing, or math skills to such a degree that their ability to succeed in a vocational program is severely hampered.

Additionally, these students may demonstrate poor coping skills by being disruptive, anti-social/withdrawn, or poorly accepted by others in class. The lack of self-confidence may prevent student integration into the class unit if there's not significant effort through interventions by the teacher.

R_x

Competency based testing is provided on an individual basis. Repetition in completing tasks and return demonstrations are used until students show skills proficiency. Open book and oral quizzes on difficult materials are allowed to encourage success and prevent failure from being a threat.

Elvy Gustafsson

R_x

The students are given as much time as needed to complete their assignments. Material is reinforced consistently and a homework plan is developed on a individual basis.

Paul Chase McDonald

R_x

The disadvantaged student is paired with a successful student at the beginning of the clinical experience. Private conversations can be held with students regarding personal goals, needs and frustrations regarding the course.

Elvy Gustafsson

R_x

Individualized teaching strategies i.e., tape recorders, calculators, computers, flash cards, are used to meet students learning needs.

Phyllis Boyle

R_x

Establish a close coordination and communication system with the counseling and guidance service.

Molly Conley

R_x

If available - students are referred to a tutorial assistance program. A parent/student/teacher/counselor meeting is held to assess needs and set goals.

Monique Vernacchia

R_x

Learning and study skills are taught to these students. Concrete visual examples and "real life" materials, i.e. forms, instructions, labels are used to enhance math and reading skills.

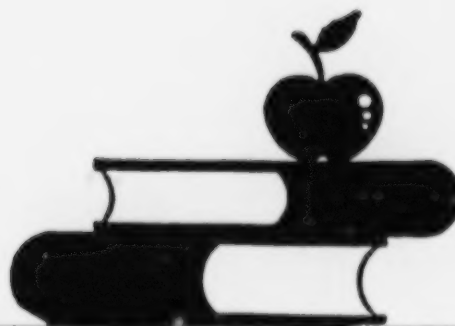
ROBERTA C. Weiss

OTHER SUCCESSFUL PRACTICES

DISADVANTAGED STUDENT

- * Establish short term and long term goals with the student.
- * Create a consistent classroom routine that the student can anticipate and rely on.
- * Emphasize the positive in the student and never criticize the student in front of their peers or others.
- * Provide repetition in completing tasks as often as necessary.
- * Develop and use learning contracts.
- * Provide opportunities for practical problem solving related to personal experiences.
- * Make it clear that each student is expected to achieve the same performance with various and time frame adjustments as needed.
- * Encourage student interaction by way of group discussion or group learning experiences.

**THE LIMITED ENGLISH
PROFICIENT
STUDENT**



The Limited English Proficient (LEP) student often has low self-esteem resulting from the inability to adequately communicate. Students who cannot effectively communicate with those in the school environment often feel unable to take part in class activities and this leads to negative attitudes and low motivation to achieve.

Culturally different backgrounds may create differences in social and interpersonal relations. For example, differences in behavior regarding eye contact, speech, and ways of showing respect may be misinterpreted by others.

The LEP and other students need to understand these differences so that cooperative relationships may be built with each other. The classroom may be an excellent setting for building confidence in relationships and problem solving. By creating an atmosphere of trust and cooperation, students will better be able to achieve as individuals.

R_x

Develop a "bonding system" with classmates and accentuate positive cultural aspects of all the students.

CAROL CHILDERS

R_x

Provide for class study groups and peer support.

Janie Friesen

R_x

Show respect for various individual cultural differences of each individual.

Norma Lee Morrow

R_x

Contact school resources that may be available for one-on-one tutoring of the Limited English Proficient (LEP) student.

Isabelle Bacigalupi

R_x

Correlate previously learned material to new material at the beginning of each unit. This may be achieved through the use of video's, handouts, and student review.

KIRSTEN HIME

R_x

Provide for individual assistance in all course content areas. Give simplified handouts and study material.

ELVY Gustafsson

R_x

Place LEP students in appropriate clinical areas to insure highest degree of success.

Deanna Lott

R_x

Allow LEP students to take quizzes and exams orally and individually with the teacher. Take into consideration limitation when placing students in clinical areas to ensure the highest degree of success.

Sula T. Hill

R_x

Provide the LEP students with a pocket dictionary. Use the Health Careers Learning Activity Packages (LAPS) with teacher assistance in order for the student to progress at an individual rate.

R_x

Provide a variety of demonstrations, "hands-on" activities and audio-visuals.

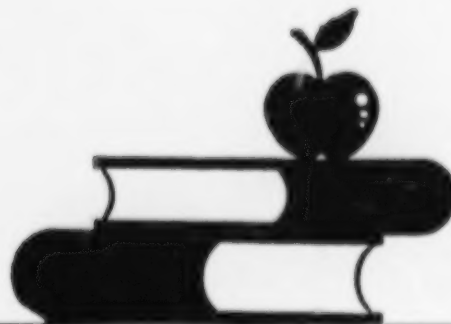
Shirley Wedlake

OTHER SUCCESSFUL PRACTICES

THE LIMITED ENGLISH PROFICIENT STUDENT

- * Design role playing situations that provide meaning and reality to what is being taught.
- * Create opportunities for students to share and explain his/her own culture.
- * Use clear concrete terms and examples in teaching a lesson.
- * Ask questions which elicit one word answers.
- * Label equipment, furnishings, and other objects found in the classroom.
- * Define and illustrate words at the beginning of each lesson.
- * Use flash cards. Design picture cards showing the lesson being taught.

POTENTIAL DROPOUTS



A major focus of vocational education health careers programs is to provide well-trained and skilled persons to enter the job market in sufficient numbers to meet the job market needs. Consequently, maintaining a high completion rate in the health careers programs is of considerable importance.

Research has identified several elements within programs which might be contributing factors to high completion rates.

Counseling and interviewing students prior to entry into a health careers program helps the student to realistically assess program requirements and personal interest in the health field.

Special attention given to integrating basic skills instruction into course content is a valuable approach when dealing with academic differences and ensuring success within the program. The readability of required texts should be evaluated, and a more readable text made available if necessary. Tutorial assistance by peers, or instructional aides hired through VEA funds may be available. Class morale and camaraderie enhances a spirit of class unity, cooperative learning, and successful program completion.

R_x

Coordinate your recruiting efforts with a career center counselor.

Kathy Mekan

R_x

Give the prospective students the opportunity of visiting classes ahead of time in order to determine interest in program. Posters developed by students advertising the program could be sent to career centers.

Francine Seyner

R_x

Reinforcement of course standards is accomplished through counseling by the teacher and other classmates.

Joanne Griffith

R_x

Have graduating students go into academic classes (i.e., science, English, social studies) to explain about the program and highlight the demands and positive personal experiences.

Grinda Holes

R_x

Invite counselors into the clinical areas where student performance may be observed. This gives the counselor a personal interest and awareness of the program.

Area Wendell

OTHER SUCCESSFUL PRACTICES

POTENTIAL DROPOUTS

- * Career guidance incorporated into the curriculum will assist in student program decision make process.
- * Teach study habits and learning skills, such as, the Survey, Question, Read, Recite, and Review (SQ3R) method.
- * Provide class time for students to review their notes.
- * Devise alternative forms of curriculum assessment for students with poor reading and writing skills.
- * Plan an annual award program to honor outstanding students.
- * Utilize computers and calculators to teach math concepts.
- * Utilize school resource personnel to assist in tutoring and/or counseling.

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School Attendance Improvement, A Blueprint for Action. Prepared by the School Climate Unit California State Department of Education. 1983.

Appendix

STUDY HABITS

Write the letters SQRRR on the chalkboard. Tell students that each of these letter stands for one step in the five-step plan. Then conduct the following discussion:

- * **S** stands for survey. To survey means to look over. Before you begin to read, survey the material by first looking at the title. Then look at the pictures. Most pictures have words or sentences written under them called captions. Read these too. Many of the books you read will also have headings. They are usually in boldface type that sets them apart from the rest of the material. Read them when doing your survey. If there is an introduction, read it too.
- * **Q** stands for question. After you have surveyed the title, pictures, captions, introduction, and headings, ask yourself questions. To do this, you will use the headings. Some headings are just a few words; others are written as questions. Before you begin to read, change the first heading into a question if it is not already written as one.
- * **R** stands for read. You should now read the material under the first heading to answer the question you asked in the second step. Read very carefully to get a complete answer to the question. Pay special attention to words in boldface type and learn their meanings.
- * **R** stands for recite. This means to repeat from memory. When you have finished reading the information under a heading tell yourself the answer to the question. Use your own words, so that you will be more likely to remember the answer.
- * The last **R** stands for review. To review means to go back over. Go back over each heading, and again tell yourself the answer to the question that came from the heading.

UPLAND SCHOOL DISTRICT
Five-Step Lesson Plan

1. Anticipatory Set
 - a. Focus students
 - b. State objective
 - c. Establish purpose
 - d. Establish transfer (if possible)
2. Instruction
 - a. Provide information
 - Explain concept
 - State definitions *
 - Identify critical attributes *
 - Provide examples *
 - Model
 - b. Check for understanding
 - Post key questions
 - Ask students to explain concept, definitions, attributes in their own words *
 - Have students discriminate between examples and non-examples *
 - Encourage students to generate their own examples *
 - Use active participation devices
3. Guided Practice
 - a. Initiate practice activities which are under direct teacher supervision
 - b. Elicit overt response that demonstrates behavior in objective
 - c. Provide close monitoring
 - d. Continue to check for understanding
 - e. Provide specific knowledge of results
4. Closure
 - a. Make final assessment to determine if students have met objective
 - b. Have each student perform behavior on his own
5. Independent Practice
 - a. Have students continue to practice on their own
 - b. Provide knowledge of results

* These items are critical when teaching an abstract concept. e.g. sterile technique. They may not be relevant or appropriate when teaching a practice oriented concept. e.g. medical abbreviations.

Section II

OVERVIEW*

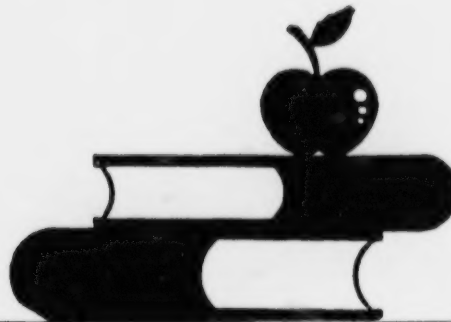
Responses were solicited at the American Vocational Association based on the following premise:

- Need for health care employees continue to grow and is expected to do so for the foreseeable future. Health careers/occupations teachers and supervisors have a responsibility to help meet that employment need.
- what has become evident through discussion with colleagues is that many teachers have developed strategies to address some of the major concerns that stymie or slow down the necessary program growth.
- what are health careers educators doing "right"?
- Specifically the questions to be addressed today are:
 - How are students being recruited?
 - Once recruited - what is your strategy for retention?
 - And last - what are the rewards for the program, the student, the teacher, and the industry?
- within each of the 3 R's (Recruitment, Retention, and Rewards) are 5 major issues. Each issue demonstrates some concern and some suggested solutions for the issues.

Beverly Campbell, NASAHOE Past-President
Louise Davison, NASAHOE President
Chet Rzonca, NASAHOE President Elect

* As presented December 3, 1989 at the American Vocational Association National Conference in Orlando, Florida.

RECRUITMENT



The key issues identified in recruiting students into the health care field were presented by Chet Rzonca from Iowa.

The first issue deals with establishing a larger pool of qualified students. Some of the problems are:

- the stereotyping of women into the health care field.
- few men are recruited into the field.
- there are barriers for minorities.
- lack of access for special needs students and the learning disabled.
- lack of the basic skill components in health careers courses.

Suggested solutions are to:

- * Redefine the qualities of the students.
- * Assess student academic deficiencies and meeting those needs in order for the student to be more successful.
- * Place a lesser emphasis on grade point average and look at human relation skills.
- * Recruit a lower academic level of students and using external resources to prepare them for success.
- * Use test/assessments for remediation, not exclusion.
- * Put more emphasis on computer studies to increase basic academic needs.
- * Involve the health care industry to provide funding to reach qualified students.

John Franz - Florida
Lavene McLemore - Tennessee

Dr. Marvin Hole - Alaska
Lauretta Cole - West Virginia

Another issue is the consideration of the typical time slots the programs are traditionally held. Some of these problems are the lack of:

- cooperation between the academic subjects and the health careers programs.
- the time the course is offered and the total time a student takes to complete the program.
- the time it takes to travel to the clinical sites.
- schedules that include extra curricular activities.

Suggested solutions are to:

- * Establish college credit for secondary HOE courses. This saves time in pursuing a professional degree and provides motivation for the student.
- * Consider flexible scheduling for clinical experiences like evenings or Saturdays.
- * Assist students in realistic goal setting and priorities. Especially high school students who work and think that work comes before education.

John Franz - Florida
Lavene McLemore - Tennessee
Dr. Marvin Hole - Alaska
Lauretta Cole - West Virginia

The third issue involves cooperation with other health care professionals in disseminating information about the health care industry and their involvement in the selection of students into the program. Some specifics are:

- involvement of counselors in a recruitment plan.
- involvement of other teachers (such as academic and other health educators) in the selection of students for the course.
- involvement of the administrator in the recruitment process.
- involvement of the industry practitioners in recruiting students.

Making sure that the student has an adequate amount of career information and career decision making skills is the fourth issue. Suggestions are to:

- provide current and projected information describing employment opportunities, preparatory requirements, and employment conditions in related occupational areas.
- provide an adequate amount of career awareness and health careers preparatory programs.
- provide experiences related to career decision making with alternatives and consequences.

The final issue is one of having flexibility within the health careers and preparatory programs. Examples of this are:

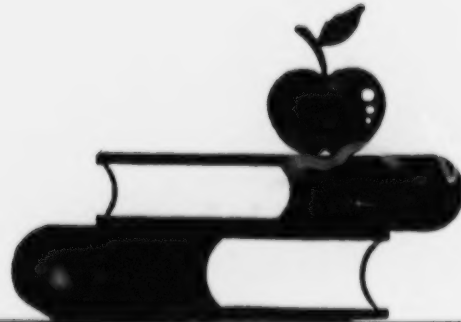
- the lack of an efficient career ladder and lattice available for all students.
- core courses that allow student basic information before a specific skills decision is made.
- the lack of adequate multi-competency training.
- the lack of articulation among programs and advanced educational levels.
- the problem of having some health careers education course that must fit into established licensure, registered, and certification regulations.

Suggested solutions are to:

- * Make sure all learning styles are available to students at all times.
- * Combine various learning styles in one lesson.
- * Mix the levels of students abilities in class to help each other.
- * Encourage students to make intelligent choices.

John Franz	- Florida
Lavene McLemore	- Tennessee
Dr. Marvin Hale	- Alaska
Lauretta Cole	- West Virginia

RETENTION



Retention of health careers students is imperative. Once the student is in the classroom it is important that they remain to completion stay there to provide the health care industry with necessary workers. Retention issues were presented by Beverly Campbell, California, they are:

Lack of Motivation

- the lack of self-esteem.
- the student may have a history of repeated failures.
- there is no family support.

Suggested solutions are to:

- * obtain college credit for health careers courses.
- * rewards for students who are tardy to class, by "passing the hat" at the beginning of class.
- * improve motivation with some basic computer instruction.
- * diversify instructional methods and allow students some choices where possible.

Pauline Anderson	-	California
Rick Stoney	-	Utah
Monica Clayton	-	Florida
Jackie Hartz	-	Missouri

Poor Academic Skills

- the student is unable to read the test/workbook.
- students are unable to compute.
- students lack critical thinking skills.

Suggested solutions are to:

- * Integrate computer assisted learning tutorial program with critical thinking skills.
- * Educate counselors about health careers programs with job, and educational requirements. Invite them to the clinical sites for observation.
- * Delay entry into the health careers course with remediation in math and reading completed prior to entry.
- * Once the student is in the course, place them in different tracks for some material and adopt material to that level:
 - Track 1 - special needs students
 - Track 2 - average students
 - Track 3 - advanced students

Outside Influences/Responsibilities

- the lack of transportation to the class.
- child care problems.
- friends are often truant and influence the health careers student.
- the parents/spouse often sees no need for the training.
- the parents/spouse feel the student has no ability to succeed.

Suggested solutions are to:

- * Obtain scholarships from the health care industry to assist students with financial problems. Upon receiving the money, the student is required to attend a money management class.
- * Develop student support groups to assist students with problems (i.e. money, jobs, child care, transportation). Each participant selects a support person and work through their problems with them.
 - Donna McCulloch - Idaho
 - Ruth Webb - Florida
 - Frances Gillentine - Kansas
 - Joyce Brandt - Iowa

Cultural/Language Diversity

- many cultures "look down" on health care as a career.
- some cultures see a health care career for women only.
- the belief that woman should remain at home.
- formal education is not important in some cultures.

Suggested solutions are to:

- * Go into the community with the program in order to maintain a supportive network that the culture provides to the student.
- * Prepare for successful completions prior to starting the course by having students adequately prepared in writing, reading, bilingual advisors, financial aide, and child care issues.
- * Provide "support" instruction for students by having a high achieving student attend the course, and then tutor a small group of low achieving students immediately following the class session.
- * Inservice teachers to use cultural diversity to the course advantage.

Denise Vaigh	-	Idaho
Chris Short	-	Washington
Thelma Watts	-	Florida
Beverly Richards	-	Pennsylvania

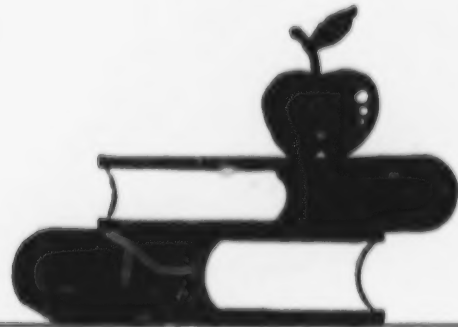
Poor Attendance

- could be from the lack of child care (either their own or a brother/sister).
- lack of transportation.
- priority of the "family is first".
- friends/peer influence.
- transportation problem.
- other commitments such as a job, social, etc.

Suggested solutions are to:

- * Make the classroom instruction interesting.
- * Provide rewards to increase attendance.
- * Provide support services, such as child care for students, Include care for sick children in the same facility.
- * Create activities for responsibility and accountability with students and parents.
- * Provide scholarships with left over project funds. Identify students going to school and achieving at an acceptable level. Students sign a contract and at the end of class those students who fulfill the contract divide the monies.

Doris Jones	-	Arkansas
Charles Maugpin	-	Florida
Cynthia Harting	-	Missouri
Etta McCulloch	-	Florida



REWARDS

How is a classroom set up to provide rewards for both teacher and students? How can teachers combat the drop out rate and teacher burn out? Teachers are expected to teach an increasing body of knowledge and technology without expanding their classroom time. The issues were presented by Louisa Davidson, Florida.

One can not talk about rewards without talking about motivation and needs. We are all familiar with Maslow's hierarchy of needs. What are those needs for the health careers students?

All students want to learn! It is part of normal growth and development. Herzberg's "two factor" theory identifies intrinsic and extrinsic factors in deriving satisfaction. Some of the factors that provide the teacher rewards and satisfaction in the classroom are:

- gaining a sense of accomplishment of doing a job well
- getting positive feedback from students
- involving hands-on experiences for students
- accepting personal challenges in the classroom
- changing the lives of students
- having a positive attitude
- helping students to overcome barriers to learning
- changing student's attitudes
- having adequate salary, status, recognition, and a reasonable workload
- being supported by your administration

Student rewards are:

- overcoming their insecurity

- overcoming language or cultural barriers
- overcoming physical and mental handicaps including learning disabilities and learning deficits
- successfully completing competency based education
- achieving early successes
- participating in HOSA

Health Careers Educator's useful strategies are to help students overcome barriers to learning by:

- team learning - This includes peer teaching and cooperative learning groups.
- establishing a weekly "Warm Fuzzy Box". This is a self feeding process that eventually everyone in the class receives a "warm fuzzy" (compliment) on their achievements.
- establishing a vocational student organization within the classroom structure.
- showing an interest in the student and their needs and relating to those needs.
- building successes along the way with attainable goals.
- varying the assignments.
- identifying a student's learning styles and then utilizing the information gained.
- omitting red ink grading papers. Always give a positive comment on the paper.

Vivian Bingson	- Oklahoma
Donna House	- Colorado
Lillian Myrick	- Alabama
Refugia Moore	- Kansas

By structuring the classroom to best facilitate student learning, the teacher can:

- make sure all students can see and hear, the room is at a comfortable temperature, and lighting is adequate.
- involve the students in the configuration of the desks

and chairs (i.e. circle, classroom, etc.)

- consider the needs of all learners when presenting the lesson.
- demonstrate procedures and then allow all students to have "hands-on" practice.
- provide tangible rewards of play money, certificates, stickers, points, etc.
- have the classroom as attractive as possible with bulletin boards, up-to-date equipment, and realistic simulators.
- use student led learning in presentations and research topics.
- provide frequent and adequate breaks.
- reward the students with good scores.
- provide resource information on child care centers, transportation, and family counseling.

Zaula Strong	-	Mississippi
Paula Aldrich	-	Maine
Winifred Ellies	-	Kansas
Connie Ennis	-	Oklahoma

Advise and counsel of students in health careers is accomplished through:

- success in jobs through cooperative and apprenticeship programs that provide monetary rewards.
- available resources that help students solve academic and personal problems.
- advise about accredited and other bonafide educational health careers programs.

Sue Fryslie	-	Georgia
Lois Mallory	-	Kansas
June Saltzgaver	-	Florida
Anna DeAmicis	-	Maryland

Gaining a sense of accomplishment is achieved through:

- the work teachers do with students who are succeeding for the first time in their life.
- the attainment of advanced status at a higher

educational level as the student continues through their career path.

- assistance with students who go from dependency to self-sufficiency (i.e. from welfare to getting a job, starting a new career, or seeing high school students becoming interested in learning).
- a high placement rate and employers satisfaction as an end result of the programs.
- graduates of the programs in leadership roles on the job, in the community, and professional organizations.

Betty Howath - Ohio
Robbie Smith - Florida
Pat Dotter - Montana
Betty Coffman - Georgia

Gaining adequate extrinsic rewards for the teacher is accomplished through:

- autonomy in the classroom.
- the use of innovative teaching methods.
- financial support of the health careers industry.
- communication success on campus and in the community.
- a teacher of the year award.
- participation in professional organizations and to service on special state department projects.

Jim Nagel - Iowa
Grace Hall - Florida
Scott Hess - Utah
O.J. Drumheller - Florida
Sandy Davis - Idaho